



Cowpens Elementary

341 Foster Street
Cowpens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	396 Students	
Principal	Cindy H. Snead	864-279-6300
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Good
2006	Average	Good
2005	Good	Good
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

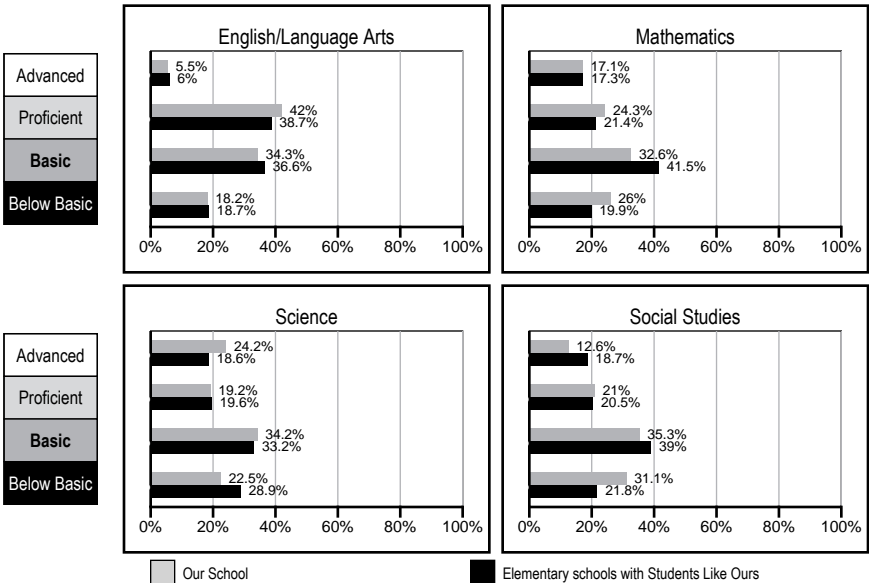
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	62	11	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=396)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	No Change	2.3%	2.3%
Attendance rate	97.1%	Up from 96.3%	96.3%	96.3%
Eligible for gifted and talented	10.6%	Down from 12.4%	12.1%	10.4%
With disabilities other than speech	9.4%	Up from 9.1%	8.3%	7.5%
Older than usual for grade	0.3%	Down from 1.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	68.0%	Up from 64.0%	56.4%	56.7%
Continuing contract teachers	96.0%	Up from 92.0%	79.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 87.1%	87.7%	86.4%
Teacher attendance rate	96.2%	Down from 96.5%	95.2%	94.9%
Average teacher salary	\$52,585	Up 4.6%	\$45,292	\$45,345
Professional development days/teacher	12.4 days	Up from 8.1 days	12.2 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.7 to 1	18.8 to 1	18.5 to 1
Prime instructional time	91.9%	Down from 92.6%	90.1%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,232	Up 4.4%	\$6,606	\$7,052
Percent of expenditures for instruction*	59.8%	Down from 63.0%	68.9%	69.1%
Percent of expenditures for teacher salaries*	57.9%	Up from 55.5%	65.3%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

2007-2008 was an exciting year of growth at Cowpens Elementary School. We received a Good Improvement Rating and met Adequate Yearly Progress for the fifth year in a row. In addition, we were named a Showcase School and a recipient of the Palmetto Silver Award for significant gains in student achievement. The faculty and staff at Cowpens Elementary School are focused on providing an educational experience that offers quality individualized learning opportunities and hands-on experiences for every child. Tailored focus-group instruction, based on Measures of Academic Progress (MAP) data, and inquiry-based math kits promoted growth in our students and excitement in our teachers.

Promethean Boards and Sound Field Systems were installed in special area classrooms to offer students the variety of multi-media instruction that they have grown accustomed to in their regular classrooms. Many CES teachers took advantage of a Promethean Board class taught by our district Technology Coach in cooperation with Converse College.

Students in 4 year-old kindergarten through fifth grade eagerly participated in and reached their goals in our school-wide reading challenge, "Bee Happy, Bee Healthy and Bee Wise." Students also participated in a wide variety of activities throughout the year that included ZestQuest, Walking Club, Running Club, Circus Team, sports camps, a variety show, musical performances, art shows, Art and Music Atlas, the Piedmont Science Fair, local and regional spelling bees, local writing contests, Student Council, Peer Helpers, and the Lt. Governor's Writing Award Program. Our new walking track gave students another opportunity to work toward a healthier lifestyle.

Our faculty and staff worked equally hard both inside and outside of the classroom during this school year. Two of our dedicated teachers completed a Masters of Education degree. Grants to help vary instruction were awarded to a third and a fourth grade teacher. A first grade teacher served as President of the SC Early Childhood Association, and our PE teacher is the President-elect of the SC Association of Physical Education and Sports. The entire faculty focused their attention on healthy life choices and won the district ZestQuest Challenge.

We are proud of the positive relationships that Cowpens Elementary School has with the local community and charitable organizations. Our school newsletter received an award for outstanding communications and public relation efforts by schools, and the school handbook and morning news program received Honorable Mention. Our faculty and students donated time, money, food items, and even locks of hair to a variety of causes from Mobile Meals to Relay for Life.

A committed faculty and staff, the latest in technology, and a supportive community allows Cowpens Elementary School to focus all of our efforts on our learners and their continued success.

Cindy H. Snead, Principal
Ken Bolin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	60	35
Percent satisfied with learning environment	100.0%	95.0%	97.1%
Percent satisfied with social and physical environment	100.0%	98.3%	85.7%
Percent satisfied with school-home relations	100.0%	88.3%	88.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	192	100	18.2	34.3	42	5.5	59.7	50.5	48.2	Yes	Yes
Gender											
Male	96	100	20.5	35.2	38.6	5.7	54.5	44.3	41.7	N/A	N/A
Female	96	100	16.1	33.3	45.2	5.4	64.5	57.8	55	N/A	N/A
Racial/Ethnic Group											
White	131	100	13.7	33.9	48.4	4	66.1	54.3	60	Yes	Yes
African American	43	100	32.5	37.5	27.5	2.5	40	34.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	70.4	I/S	I/S
Hispanic	15	100	21.4	35.7	28.6	14.3	50	35	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	35	100	54.8	25.8	19.4	0	22.6	17.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	37	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	26	40	33	1	49	40.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	192	100	26	32.6	24.3	17.1	55.8	41.8	45.8	Yes	Yes
Gender											
Male	96	100	27.3	31.8	21.6	19.3	52.3	41	45.6	N/A	N/A
Female	96	100	24.7	33.3	26.9	15.1	59.1	42.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	131	100	18.5	33.1	30.6	17.7	62.9	46.3	59	Yes	Yes
African American	43	100	45	32.5	12.5	10	37.5	22.1	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	71.3	I/S	I/S
Hispanic	15	100	42.9	28.6	7.1	21.4	42.9	30	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	35	100	71	19.4	6.5	3.2	16.1	15.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	30.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	37	35	19	9	42	30.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	127	100	22.5	34.2	19.2	24.2	43.3	39.3	35.7	97.1	96.2
Gender											
Male	64	100	25.4	28.8	15.3	30.5	45.8	40.7	37.4	97.1	96.1
Female	63	100	19.7	39.3	23	18	41	37.5	33.8	97	96.5
Racial/Ethnic Group											
White	84	100	13.6	35.8	19.8	30.9	50.6	43.7	49.2	96.9	96.1
African American	31	100	46.4	32.1	17.9	3.6	21.4	19.6	17	97.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.8	97.8
Hispanic	11	100	30	30	20	20	40	37	24.9	98.3	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	97
Disability Status											
Disabled	24	100	57.1	23.8	14.3	4.8	19	16.6	14	96.4	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	24	24.4	98.5	97.9
Socio-Economic Status											
Subsided meals	72	100	29.9	43.3	13.4	13.4	26.9	28.3	21.1	97	95.6

Social Studies

All Students	127	100	31.1	35.3	21	12.6	33.6	32.5	34	97.1	96.2
Gender											
Male	65	100	33.9	27.1	15.3	23.7	39	37	36.6	97.1	96.1
Female	62	100	28.3	43.3	26.7	1.7	28.3	27.6	31.3	97	96.5
Racial/Ethnic Group											
White	88	100	30.5	29.3	24.4	15.9	40.2	35.9	44.5	96.9	96.1
African American	28	100	46.2	50	3.8	0	3.8	13.8	19.1	97.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	97.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	98.3	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	97
Disability Status											
Disabled	26	100	65.2	26.1	0	8.7	8.7	13.2	14.4	96.4	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.6	27.3	98.5	97.9
Socio-Economic Status											
Subsided meals	72	100	37.3	43.3	9	10.4	19.4	24.1	21	97	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	53	100	33.3	35.3	29.4	2	31.4
	4	70	100	7.5	26.9	58.2	7.5	65.7
	5	71	100	15.4	61.5	20	3.1	23.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	20.7	34.5	43.1	1.7	44.8
	4	62	100	25.9	37.9	29.3	6.9	36.2
	5	69	100	9.2	30.8	52.3	7.7	60
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	53	100	21.6	54.9	15.7	7.8	23.5
	4	70	100	10.4	35.8	40.3	13.4	53.7
	5	71	100	13.8	61.5	9.2	15.4	24.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	27.6	39.7	19	13.8	32.8
	4	62	100	37.9	31	19	12.1	31
	5	69	100	13.8	27.7	33.8	24.6	58.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	26	100	50	25	20.8	4.2	25
	4	70	100	13.4	19.4	32.8	34.3	67.2
	5	36	100	40.6	34.4	12.5	12.5	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	36.7	46.7	16.7	0	16.7
	4	62	100	22.4	36.2	15.5	25.9	41.4
	5	34	100	9.4	18.8	28.1	43.8	71.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	27	100	25.9	48.1	22.2	3.7	25.9
	4	70	100	13.4	43.3	25.4	17.9	43.3
	5	35	100	42.4	39.4	6.1	12.1	18.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	14.3	39.3	32.1	14.3	46.4
	4	62	100	44.8	31	15.5	8.6	24.1
	5	35	100	21.2	39.4	21.2	18.2	39.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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